

Lexile in SREB States

Background

In early 2023, a state asked SREB which states in the region mention Lexile within Every Student Succeeds Act plans or on state websites. The information is accurate as of the publication date.

Three states in the SREB region use Lexile Framework for Reading as an indicator in ESSA plans. Another five states mention Lexile in other documents or on their state websites.

What Is Lexile?

The Lexile Framework for Reading measures both “reading ability and the text complexity of reading materials on the same developmental scale.” Educators use Lexile to personalize learning, measure student growth and communicate with parents about their child’s progress. Lexile scores help match students with text and reading materials.

The Lexile ranges for grades K-12 reflect advancing toward texts students encounter in college and career experiences. These text ranges are:

Grade	Beginning of the Year	End of the Year
K	BR40L	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
9	1050L	1260L
10	1080L	1335L
11 and 12	1185L	1385L

*Beginning Reader (BR) is given to readers and texts below 0L on the Lexile scale.

Alabama

The Alabama Comprehensive Assessment Program in English Language Arts for grades 2-8 and high school aligns with Lexile. Beginning in the 2020-21 school year, students in Alabama may also receive Lexile measures from a variety of different tests and programs used by schools to spur and support student learning.

The document [Lexile Measures in Alabama](#) states,

“The Lexile Framework for Reading will link to the Alabama Comprehensive Assessment Program in English Language Arts for grades 2-8 and high school and will begin reporting these measures from those assessments during the 2020-21 school year. Students in Alabama also may be receiving Lexile measures from a variety of different tests and programs used by local schools. With Lexile measures, educators and parents can spur and support student learning.”

Georgia

In Georgia’s ESSA plan, Lexile is listed as a part of Georgia’s College and Career Ready Performance Index as an indicator that is comparable statewide as the percentage of students demonstrating reading comprehension at or above the mid-point College and Career Ready Lexile band for each grade level.

Lexile scores help determine whether a student meets particular criteria and for promotion and retention decisions.

Georgia’s ESSA plan states,

“Focusing on the Whole Child: Building a Strong Foundation, Expanding Educational Opportunities, and Preparing Students for Life, The Readiness Component includes the school quality or student success indicators. There are three indicators for elementary schools, three indicators for middle schools, and five indicators for high schools. Two indicators, Literacy and Student Attendance, will be included for all three grade bands.

“Literacy (ES, MS, HS) is measured by the percentage of students demonstrating reading comprehension at or above the mid-point of the College & Career Ready “Stretch” Lexile Band for each tested grade level or course.

Grade/Course	Mid-Points of the College & Career Ready “Stretch” Lexile Bands
3	670L
4	840L
5	920L
6	997L
7	1045L
8	1097L
9th Grade Literature	1155L
American Literature	1285L

“Georgia’s rigorous content standards set forth the expectation that students should be ready for college or career upon exiting high school. One of the most important factors for readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile framework is the measure used to assess student grade-level reading ability by measuring both the complexity of texts and a student’s ability to comprehend these texts. The Lexile score provides a measure of the reading proficiency of the student in relation to the complexity of the text (MetaMetrics, 2017).”

In the document “Lexile Scores: Multiple Uses,”

“For the Georgia Milestones assessment: This Lexile score determines a student’s Reading Status (Below Grade Level/Grade Level & Above) and is used for promotion/retention decisions. A student is deemed to be “On Grade Level or Above” if he meets the minimum Lexile score for his grade-level stretch band. For example, a 3rd grader must receive a score of 520L or above to be considered as reading on grade level.”

Oklahoma

Lexile is linked with the Oklahoma School Testing Program. Students taking end of grade English Language Arts assessments receive a Lexile measure on the individual student score report. Lexile measures help select books and targeted reading materials for students.

On the Oklahoma Department of Education website, The Oklahoma School Testing Program, grades 3-8, has been linked with The Lexile Framework for Reading. Students taking the end of grade English Language Arts assessment will receive a Lexile measure on the individual student score report.

When used together, Lexile reader measures and Lexile text measures enable educators, parents and students to select books and other targeted reading materials that meet and challenge a reader’s unique abilities and interests.

On the Metametrics Oklahoma Leverages Lexile and Quantile Measures to Measure Student Progress, Promote Career Planning Statewide site,

In 2019, the Oklahoma assessment team collaborated with MetaMetrics to develop a statewide roadshow with experts on how to use the measures to link assessment to instruction. Teachers not only learned about how the measures work but also received professional development on using the tools and resources in the Lexile and Quantile Hub, an online platform that includes instructional and planning resources, a career database, book search, text analyzer, academic word lists, math skills database and more. Oklahoma’s 42,551 teachers have premium membership access to the Hub as part of the state’s partnership with MetaMetrics.

“For Oklahoma, an important aspect of the rollout of Lexiles and Quantiles was

providing teachers, students and families with access to the academic and career planning resources on the Lexile and Quantile Hub.”

Louisiana

In Louisiana, Lexile is mentioned in ESSA as a type of data to identify students who do not achieve the passing standard on the Louisiana Assessment of Educational Progress exam. A student who does not achieve the passing standard on the LEAP must attend summer remediation to be considered for promotion.

Louisiana [Grade 4 Promotion Policy Guidance](#) finds:

How will you identify your non-proficient students?

If a student is identified as non-proficient in either ELA or Math, he/she must attend summer remediation.

Step 1: Identify all non-proficient students

A non-proficient student is a student who does not achieve the passing standard on the LEAP. Passing standard is defined as a score at or above the Basic achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the Approaching Basic achievement level on the other portion of the LEAP. A student who does not achieve the passing standard on the LEAP must attend summer remediation to be considered for promotion.

North Carolina

In the report *Linking the NC Ready EOG Reading/EOC English II with The Lexile Framework for Reading* prepared for the North Carolina Department of Public Instruction, promotion and retention decisions are mentioned under a recommendation for how Lexile can be used to communicate with stakeholders.

Lexile is used in North Carolina in conjunction with the end-of-grade assessment in English Language Arts in grades 3-8 and in end-of-course assessment in English II.

On the NCDPI website, The Lexile Framework for Reading has been linked with the North Carolina end-of-grade assessment in English Language Arts in grades 3–8 and North Carolina End-of-Course in English II. Students in North Carolina also may be receiving Lexile and Quantile measures from a variety of different tests and programs used by their local schools. With Lexile and Quantile measures, educators and parents can spur and support student learning.

[Linking the NC Ready EOG Reading/EOC English II with The Lexile Framework for](#)

Reading states,

“Recommendations for Using the Lexile Framework for Reading:

Use the Lexile Framework for Reading to facilitate communicating with stakeholders. Lexile reading measures can be used to communicate with students, parents, teachers, educators, and the community by providing a common language to use to talk about reading growth and development. By aligning all areas of the educational system, parents can be included in the instructional process. With a variety of data related to a student’s reading level a more complete picture can be formed and more informed decisions can be made concerning reading-group placement, amount of extra instruction needed, and promotion/retention decisions.”

Tennessee

Tennessee uses Lexile in their “Know More, Learn More” program to help parents know to best support students’ reading skills and progress.

The Tennessee English Language Arts Standards notes that the quantitative measures for word frequency and sentence length is The Lexile Framework.

Grade Band	Lexile Range
2-3	420-820L
4-5	740-1010L
6-8	925-1185L
9-10	1050-1335L
11-12	1185-1385L

The [Tennessee Department of Education](#) concludes the “Know More, Learn More TN” back to school campaign with an encouragement to all families to support their student’s reading progress by learning about their Lexile level. Newly added this week in the TCAP Family Portal, Lexile levels for each student provide parents and families with the information they need to support their student’s reading skills and find reading materials to match and further develop the student’s reading skills.

“Tennessee parents and families with students who took a TCAP ELA assessment in spring 2022 will now see a Lexile Reader Measure in the TCAP Family Portal. Lexile Reader Measures give parents information about their student’s reading progress and help them select reading materials that are matched to their academic needs. A Lexile measure assesses a student’s reading ability and what level of text a student can read and understand on their own.”

Texas

Under Texas’s ESSA plan, Lexile is included under school transitions for middle and high school students as part of the redesigned State of Texas Assessments of Academic Readiness Report Card, or STAAR Report Card, which includes resources specifically for parents on how to interpret their child’s STAAR score, inclusion of Lexile levels and strategies to help children building understanding of math and reading concepts based on students’ proficiency levels, and questions and resources to ask teachers or counselors.

The Texas ESSA plan notes,

“The second avenue of supporting LEAs in meeting the needs of students in transition to middle grades, high school, and decreasing the risk of students dropping out is through several statewide initiatives.

“Middle and High School Transition

“All students entering the ninth grade must develop a personal graduation plan that identifies a course of study that promotes college and workforce readiness, career placement and advancement, and facilitates the student’s transition from secondary to postsecondary education.

- “Creation of more parent-friendly resources to assist parents in better understanding their child’s learning needs over the course of the year. Specifically, the initial focus of this work has been on the complete redesign of the STAAR Report Card. This report card includes resources specifically for parents on how to interpret their child’s STAAR score, inclusion of Lexile levels and a recommended summer reading list, strategies parents can employ to help their children build understanding of mathematics and reading concepts, based on students’ proficiency levels, and questions and resources to ask their child’s teacher and/or counselor.”

South Carolina

Lexile is part of the Student Success Indicators in elementary and middle school for college and career readiness in the ESSA plan. While it is a reported element, and not included in the weighted point index, students scoring within grade level ranges in Lexiles on the state summative tests in English Language Arts and mathematics will be reported as “on track” to college and career readiness.

South Carolina’s ESSA plan states,

“South Carolina will include a Student Success and School Quality Indicator in the accountability model. These indicators will be reported for all students and all subgroups annually. The subgroups reported will be economically disadvantaged, African American, Asian/Pacific Islander, White, Native American, Hispanic, EL, and students with disabilities (iii). The State Superintendent has proposed adding to the Student Success metric for elementary and middle schools' participation and mastery in “non-tested” subjects aligned with the Profile of the South Carolina Graduate. This

new metric will meet the stated goal of ESSA to promote a well-rounded education.

“Student Success Indicator: Elementary and Middle School

“College & Career Readiness – Students scoring within grade level ranges in Lexiles and Quantiles on the state summative tests in ELA and mathematics will be reported as the percentage of students at each grade level who are “on track” to college and career readiness. This is a reported element only – it is not counted in the weighted point index.

“College & Career Readiness (Elementary/Middle)

“The second student success indicator for elementary and middle school using SC READY in ELA and mathematics achievement results to report the percentage of students in grades 3–8 who have scored within the grade level Lexile and Quantile ranges to document that the students are “on track” to college and career readiness. A sample student score report that will be sent to all South Carolina students on SC READY results is shown below.

“The graph indicates

- the student’s current Lexile and Quantile level,
- the interquartile grade level ranges for reading and mathematics,
- the student’s predicted growth path through grade 12, and
- the student’s recommended growth path for college and career readiness.”

West Virginia

Under West Virginia’s ESSA plan, Lexile is required under College- and Career-Readiness Standards for English Language Arts. CCR is “supported in English language arts as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.” For grades 2-3, the plan specifies the Lexile range that students’ reading materials should fall into to meet college- and career-readiness expectations.

In the West Virginia College and Career Readiness Standards Resource Booklet under the College- and Career-Readiness in the English Language Arts Content Area states, “West Virginia’s College- and Career-Readiness Standards for English Language Arts promote proficiency in reading a range of material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the four domains of reading, writing, speaking/listening, and language. College- and career-readiness is supported

in English language arts as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.”

Text Complexity Expectations

Grade Band	Lexile Range
K-1	N/A
2-3	420-820L
4-5	740-1010L
6-8	925-1185L
9-10	1050-1335L
11-12	1185-1385L

“Grades 2-3 Specifications In grades 2-3, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.”